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AUTHOR Neitzey, Sharon C.
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ABSTRACT

In response to parents' expressed need for appropriate academic strategies to be used at home with their kindergarten children, a series of parent workshops were designed to explain the philosophy of developmentally appropriate practices with children and to train parents to select activities that followed the philosophy. Participating parents were asked to list the activities they shared with their children during the 12 weeks of the program. As part of the first workshop, a home activity list and home activity calendar were explained. The emphasis of the workshop was on choosing a variety of appropriate activities on the activity list, especially in the language area. Parents were shown different ways to use storybook reading effectively and various strategies to develop children's writing ability. The second workshop focused on the areas of math and critical thinking. Models for questioning techniques and suggestions for creative activities were provided. A third workshop was conducted as an opportunity for parents to discuss their successes and difficulties with the activities and to brainstorm for new ideas. A follow-up survey of the parents revealed that the workshops had been successful in training parents to choose appropriate home activities. Parents surveys, a home activity calendar and activity list, and other related materials are appended. (HOD)

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IMPLEMENTING A TRAINING WORKSHOP TO IMPROVE PARENT USE OF APPROPRIATE HOME ACTIVITIES WITH KINDERGARTEN CHILDREN

by

Sharon C. Neitzey

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A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

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ABSTRACT

Implementing a Training Workshop to Improve Parent Use of Appropriate Home Activities with Kindergarten Students
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Kindergarten parents in a small parochial elementary school were using inappropriate academic strategies at home with the children and expressed a desire for information and training in the selection of appropriate and interesting activities to share with young children. This project was planned to meet that need.

The program, Parents and Children Together (P. A. C. T.) for Learning, was designed as a series of parent workshops to explain the philosophy of developmentally appropriate practices with children and to train parents to select activities which follow that philosophy. The program emphasized the areas of language, mathematics, and critical thinking. Parent participants listed the activities shared with the children during the twelve weeks of the program.

The recorded activities indicated that parents used a variety of strategies with the children. The success of the program was indicated by the heavy use of appropriate language, mathematics, and critical thinking activities. It was concluded that parents can be successfully trained to choose strategies for home use with young children. Appendices include communication tools of the program, as well as questionnaire and survey results. Attachments include data about activities chosen by each participant and the parent workshop manual.

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CHAPTER I

Purpose

CHAPTER I

Purpose

Characteristics of the Community

The location of the school which has served as the site for this project is a small Central Florida town on the Atlantic coast. The population of the town is approximately 19,000 people. The school also serves several small neighboring communities within a radius of 20 miles.

The county in which this town is located has a population of approximately 375,000 people, of which 87 percent are White, 11 percent are Black, and two percent are Hispanic. The county includes one of the 10 fastest growing cities in the United States, so these population figures change rapidly.

The major employers of this area are tourism, hotel related services, health services, retail stores, light industry, boat building, commercial fishing, public utilities, public government and education systems. Because the area relies mostly on the tourist industry, many jobs are seasonal in nature. The population of the area increases by 33 percent during the peak tourist

season, with the majority of the influx being senior citizens who come to enjoy the warm climate.

The median income of households in the community in 1987 was $21,442, with 11 percent reporting household income in excess of $50,000 per year and 63 percent reporting household income below $25,000 per year. In 1987, the unemployment rate was 4.5 percent. The recent economic difficulties have raised that figure to a current rate of 7.2 percent.

The educational level of the citizens of this community is varied. Those adults who complete only one to three years of high school comprise 17.5 percent of the adult population. Nearly 37 percent earn their high school diplomas, but do not continue their formal education. Those adults who complete some college without earning a four year degree comprise nearly 17 percent, while 13 percent successfully earn at least a baccalaureate degree. Tragically, another 16 percent of the adult population fail to successfully complete even one year of high school credits.

There are five institutions of higher learning in the nearby communities. These include two private universities and a technical university, as well as a branch campus of a large state university which shares a

facility with the local community college. As these academic institutions continue to grow in influence within the community, perhaps the interest in educational activities will increase among the general population.

The local educational institutions provide opportunities for cultural experiences which might not otherwise be available to the community. There are several amateur theaters, a symphony orchestra, and nearby museums and art galleries which also serve the area.

Characteristics of the School

The school in which this project has been implemented is a small Catholic elementary school serving 220 students in grades kindergarten through eight. The school is governed by a Parish Board of Education and is supervised by the Diocesan Board of Education.

The school is administered by the Principal, with guidance from the Pastor of the local parish. The faculty of the school includes 10 classroom teachers and aides, as well as special area staff for physical education, music, art, media, computer, and guidance.

The school also uses a very active group of parent volunteers to provide a variety of services to the students.

The school is financed by tuition paid by each family, and it is subsidized by local Catholic parishes. An active Parent-Teacher Organization also provides funding for many aspects of school life.

The population of the school reflects some of the characteristics of the wider community. The school population, however, is 97 percent Caucasian. With only three percent of the students from other ethnic groups, there is even less diversity than in the community.

The economic level of the families in this school is generally middle income or above. The school does have 15 percent of the families on tuition assistance, many as the result of the current economic situation. But the majority of the students live in financially stable homes.

The educational background of the parents in this school surpasses that of the general population of the community. Only .03 percent of the parents of this school did not complete high school, as compared to 17.5 percent of the adults in the community. Forty percent have at least a high school diploma, which is comparable

to the rate found in the general population of the community. Thirty-five percent have completed one to three years of college, which is double the rate found in the area; and 22 percent have earned a baccalaureate degree, as compared to only 13 percent of the general population.

These educational figures, coupled with a financial obligation for parents to pay tuition, suggest a commitment by the parents of this school to the education of their children. The writer of this research believes that the positive attitudes of the parents of this school towards learning enhance the environment in which the students live, enabling the school to better serve the students' needs.

Characteristics of the Classroom

The class from which parents for this project were selected is a kindergarten class with 26 students, ages 5.3 to 6.5 years. The kindergarten curriculum includes language arts, math, religion, music, art, social studies, science, physical education and computer. Kindergarten students attend school on a full-day schedule, with time for play, lunch, snack and rest included in the daily routine.

Role of the Researcher

The writer of this project is the head kindergarten teacher. There is only one kindergarten class in the school. The writer is responsible for curriculum, daily schedule, selection of equipment and materials, and general daily management and instruction in the class. This teacher is assisted by another teacher for the morning hours and by a parent aide for the remainder of the school day. There are additional special area teachers and staff, as well as parent volunteers, who help with the students.

Context of the Problem

The parents of many school children are either unwilling or unable to spend time helping the children with homework or school-related work. The parents from the kindergarten class in which this project was implemented have a somewhat different problem. Many have both the time and the desire to work with the children, as they are generally well-educated and committed to the children's success in school. These parents do not, however, have the knowledge about appropriate materials and activities to use, nor the confidence about the strategies currently being used.

These parents are also sometimes impatient about the desire for the children to learn to read in kindergarten and often ask anxiously for suggestions on ways to help the children at home.

Because parents lack awareness of appropriate practices with kindergarten children, they frequently resort to those activities which may be most familiar, but are often not the best for the child. In their enthusiasm to develop good reading skills with the child, parents may force the child to endure long periods of time practicing such strategies as writing the alphabet, spelling words, and doing store-bought workbook pages. These well-meaning parents may actually be frustrating their children, rather than offering enjoyable, appropriate activities.

The writer believed that this valuable parent resource should be used appropriately. Offering a program for parent training can serve students' and parents' needs. Suggesting enriching activities for home practice can lead to a long term pattern of enthusiastic parent involvement in the education of the children. The writer was in a position, as head of the kindergarten program, to offer a training workshop to parents and to encourage participation in that program.

Observations Concerning Appropriate Practices

What are the best activities for young children? The National Association for the Education of Young Children (NAEYC) Position Statement (1986:24) listed appropriate practices in language development and literacy as follows:

> Develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.

The same statement listed inappropriate practices as follows:

> Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized. Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

The research offered many activities for fostering children's language development without stifling the child's enjoyment or enthusiasm. Unfortunately, many parents were not familiar with these strategies.

Questionnaire Results

In a questionnaire (Appendix A:51) which was completed by the kindergarten parents of the target school, 92 percent indicated that working regularly with their child on school-related work was important (Appendix B:53). The other eight percent felt such help was somewhat important.

When the same parents were asked about personal knowledge of the most beneficial activities for their children, only one parent answered affirmatively, while 96 percent indicated feeling somewhat confident about the best ways to help their children.

One area in which children need encouragement and challenge is in the area of comprehension and critical thinking. Many children today have spent countless hours in mindless television-watching. These children are accustomed to being passively entertained and are exposed to a wide variety of subjects and information.

Unfortunately, many children are not encouraged to think about that information in a judgmental or critical way. Nor have many been urged to use the information to hypothesize or to expand their ideas.

A few kindergarten parents from the target school responded more positively when queried about confidence in their knowledge of techniques to foster comprehension and critical thinking. This school was implementing "Talents Unlimited," a program aimed at developing creative and critical thinking, and sent to the parents several suggestions for home activities in these areas. This resulted in more confidence, as 16 percent of the kindergarten parents expressed having knowledge in this area and 76 percent indicated feeling somewhat confident. Only two parents indicated no knowledge of how to help their children in this area.

When parents were asked about the level of interest in attending a workshop to train participants in appropriate activities for use with their children, 76 percent indicated definite interest. The remaining 24 percent replied that there would possibly be some interest. This indicated parents' desire for information and techniques that would be beneficial to their children.

The final section of the questionnaire asked the kindergarten parents to describe activities considered most appropriate and beneficial to use with their children. When the results were tallied, a variety of strategies had been mentioned. The most commonly practiced activity was writing letters of the alphabet. Seventy-six percent of the parents listed this activity first. The second most common strategy was working with sounds or sounding words with the child. Sixty percent reported this activity as important. Forty-four percent listed working on math activities, with an additional 20 percent practicing number writing.

In contrast, only 24 percent specifically listed storybook reading as a favored activity, although an additional 16 percent listed the practice of general reading activities as important. Thus, only 40 percent of the parents mentioned reading with their children as a strategy frequently employed. The writer believed, from studying the research, that this figure should be much higher.

Research has indicated that shared storybook reading with parents is beneficial and appropriate, not only for developing skills, but also for developing positive

attitudes towards reading. Teale, as quoted by Strickland, expressed support for sharing good books stating,

> Research indicates that children who become early readers and who show a natural interest in books are likely to come from homes in which parents, siblings, or other individuals have read to them regularly (1990:518).

The questionnaire results indicated that parents would like to work with their children, but were not confident or knowledgeable about which activities were most important for kindergarten students. The most commonly employed techniques, writing letters and practicing sounds, were listed as inappropriate by the NAEYC position statement (1986). Storybook reading, in contrast, has been considered by researchers as an excellent strategy for developing comprehension and critical thinking skills. Rasinski and Fredericks stated:

> The simple act of reading aloud to their children was one of the most effective activities parents could engage in with their children to promote achievement in and enjoyment of reading (1991:438).

Unfortunately, only 40 percent of the parents questioned seem to utilize this valuable strategy with their children. The writer believed that this figure should be 100 percent, indicating a discrepency of 60

percent between those reading with their children and those who should be using storybook reading as a valuable language-development strategy.

Seventy-six percent of the parents responding to the questionnaire indicated a desire to attend parent training workshops in which participants would learn about activities to help their children. Since the target school was not currently offering such a program, these parents' needs were not being served. This could be considered a discrepancy of 76 percent who perceived a need for a training program.

With proper training, targeted kindergarten parents can become familiar with appropriate practices for use with kindergarten children. These parents can then become a more valuable resource for their children by using those strategies in which participants have been trained. Within this context, the writer decided that specific parent training in activities to foster critical thinking and comprehension strategies would be valuable. The training program would also include training for parents in questioning techniques that would lead the child to more divergent and creative thinking skills.

Outcome Objectives

1. For the 12 week implementation period, 75 percent of the target population would fill in an average of five home sharing calendar activities per week, as indicated on the Home Activity Calendar (Appendix C:56).
2. For the 12 week implementation period, 75 percent of the activities used by the target population with their children would be chosen from the more appropriate activities numbered 12 to 30 on the Home Activity List (Appendix D:58), as indicated by the Home Activity Calendar.
3. For the 12 week implementation period, 75 percent of the target population would use each week with their children an average of one critical thinking activity, numbered 25 to 30 on the Home Activity List, as indicated by the Home Activity Calendar.
4. For the 12 week intervention period, 75 percent of the target population would use each week with their children an average of one story reading or writing activity, numbered 12 to 15, 25, and 26 on the Home Activity List, as indicated by the Home Activity Calendar.
5. For the 12 week implementation period, 75 percent of

the target population would use with their children an average of 12 varied activities chosen from the Home Activity List, as indicated by the Home Activity Calendar.

6. At the end of the 12 week implementation period, 75 percent of the parents would indicate that the program has been helpful to them in the selection of appropriate and interesting activities for home use with their children, as indicated on the Follow-Up Parent Survey (Appendix E:60) and compiled in the Follow-Up Parent Survey Results (Appendix F:62).

CHAPTER II

Research and Solution Strategy

CHAPTER II

Research and Solution Strategy

Parent Involvement

In researching this project, the writer focused on information regarding parental involvement with kindergarten students, and on successful activities for use with those students. The primary goal of the project was to provide information to kindergarten parents concerning appropriate practices and activities for home use with young children.

Historically, most formal parent-involvement programs were school-oriented programs in which the parent worked within the classroom environment. With many parents working full or part-time jobs, daytime visits to the classroom for some became impossible. Often, these parents tried to be involved in the education of their children, but the primary interaction setting for these parents necessarily moved to the home.

Many genuinely concerned parents from the target school revealed misconceptions about the goals and practices of an appropriate kindergarten program. Parents worked to share home activities with their children, but spent the time on academic activities

providing little meaning or enjoyment for the child. When given a better understanding of the philosophy of developmentally appropriate practices, parents could be better prepared to successfully enrich and supplement their child's learning in the home.

Developmentally Appropriate Practices

The question of developmentally appropriate practices was discussed by David Elkind, professor of Child Study at Tufts University and author of The Hurried Child. Elkind asserted that curriculum should be matched to the developmental level of the child. This author argued for the developmental philosophy, in which the learner was viewed as having developing mental abilities and in which all learners, with the exception of the retarded, were assumed to be able to attain these abilities at some time.

This philosophy contrasted sharply with the psychometric philosophy. The psychometric position was that the learner had measurable abilities and regarded individual differences in performance as reflecting differences in the amount of the individual's ability or talent (Elkind, 1989).

Elkind served as president of the National Association for the Education of Young Children (NAEYC), the nation's largest professional association of early childhood educators. This organization produced a position statement based on intensive research and theory concerning developmentally appropriate practices in early childhood programs.

Concerned about various issues regarding these programs, the NAEYC stated that there is increasing pressure for emphasis on academic skills, coupled with inappropriate formal teaching techniques using mostly paper-pencil activities. The position statement then explained that the works of Piaget, Montessori, Erikson, and other child development theorists have demonstrated that "learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world (NAEYC, 1986:20)."

Once the philosophy of the NAEYC is understood, appropriate activities can be chosen. The role of the teacher then becomes that of a guide or facilitator who prepares the classroom environment so that appropriate experiences can result. Teachers then recognize, as stated in the NAEYC position statement, the types of experiences which foster learning in young children:

> Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more (NAEYC, 1986:21).

Parents must have training to recognize the need for meaningful activities to be used with young children. Most kindergarten parents from this project were familiar with the psychometric approach, but were confused and concerned about many current practices in current early childhood classrooms. As a result, these parents felt unsure of which activities should be used with the children.

When researching appropriate activities for parent use with children, the writer focused on three areas-language, math, and critical thinking skills.

Research on Language Development

Because emerging literacy has been of prime importance in the development of young children, activities to promote growth in this area were valuable. Storybook reading and related strategies have been the most important methods cited in the research concerning young children and success in reading. Beyond simply

reading with the child, studies have suggested several techniques to enrich that experience.

Strickland and Morrow explained,

> Research on home storybook reading has further identified a number of specific interactive behaviors that support the positive effects of read-aloud activities. Those behaviors include questioning, scaffolding (modeling dialogue and responses), praising, offering information, directing discussion, sharing personal reactions, and relating concepts to life experience(1990:518).

One specific program using many of the above strategies was modeled as Structured Listening Activitiy (SLA). This model consisted of five steps-concept building to relate the content to child's experience, listening for a purpose, reading aloud using visual aids and predicting cues, questioning for comprehension, and retelling by the child with guidance from the adult. Several studies have evaluated the effectiveness of SLA (Choate and Rakes, 1987).

Research has indicated that retelling and reconstructing stories are important strategies for developing comprehension. Reconstructing was defined by Brown, as quoted by Morrow, who stated,

> ...children's thinking about the individual story events and arranging pictures of the story in sequential order. By mentally reconstructing the events themselves and arranging pictures, children build an internal representation of the story (1985:646).

Retelling stories has offered children an opportunity to improve comprehension skills through a developing sense of story structure, which Berliner described as "a general mental model of what stories are like and how they can be interpreted (1987:14)."

Morrow's studies on retelling provided interesting results. In this author's first research, the focus was on retelling, using techniques similar to SLA. After each reading, the control group was asked to draw a picture about the story. The experimental group retold the story on a one-to-one basis to a researcher. The groups were then tested on a question and answer comprehension test. The experimental group scores were slightly higher than the control group in comprehension.

From that study, Morrow hypothesized that providing children with frequent practice in guided retelling resulted in improved comprehension. This researcher used the same procedures in the second study, but increased the number of retellings from two to eight and provided more guidance during retellings to improve comprehension. The results of the second study indicated significant improvement in all comprehension areas, probably due to the frequent practice and guidance in retelling (1985).

Another effective activity for improving reading has been the paired reading technique, which was researched by Topping. When using the strategy of paired reading, the child selects the material and reads aloud. During difficult passages, the parent and child read together, with the adult adjusting speed to match the child's. When reading easier sections, the child gives the parent a pre-arranged signal that the child is ready to proceed alone. The parent then stops reading until an error is made or a more difficult passage is encountered.

Parents must be trained to use this method. If parents are not fluent readers, teachers might make tapes of the story for the child to use. Topping explained that children involved in studies using paired reading techniques have demonstrated improved reading accuracy, fluency, and comprehension. Parents also described children's improved attitudes about reading (1987).

Since 1989, the Akron School System has employed a paired reading project to improve fluency and comprehension. The target group was the children in the Chapter I program in the elementary grades. Inservice training was held for parents, who were encouraged to

read with the children five minutes every evening for three months. Teachers reported that the students who participated became more fluent readers. Rasinski and Fredericks stated that teachers observed less word-by-word reading and noted that sight word recognition and vocabulary also improved. Teachers also stated that children enjoyed reading more (1991).

In addition to training in activities that promote language comprehension and reading skills, many parents need assistance in working with emerging writing. Research has indicated that young children use a variety of forms when writing. From scribbling and drawing to stringing words together, children are writing. Invented spellings will evolve into conventional spellings as written language develops. Teale encouraged frequent use of varied writing strategies with young children. Providing opportunities and support for children to compose a variety of written language-notes, messages, stories, invitations, lists, and labels- enhances a child's emerging literacy (1988).

In a study on writing in kindergarten, Awbrey exposed students to many varied opportunities for writing. Through the use of drawing with labels, story drawing with student-dictated stories, and individual

writing folders, the children participated in writing activities throughout the day. Awbrey encouraged parents to participate in this program by writing frequent messages to children. Observations from the study concluded that children's emerging writing improved in mechanics, vocabulary, and letter-sound sense, while children were offered the opportunity for freedom of creative expression through written language (1987).

Research on Math Skills

In addition to language and writing activities, parents need training in developmentally appropriate practices for enhancing math concepts. Research has indicated that offering realistic math experiences is most beneficial to young children. The use of manipulative objects and the search for solutions to realistic problems are appropriate practices in mathematics as explained by the NAEYC position statement (1986).

Ashlock explained the proper parent role, stating,

> Parents can help children with mathematics if we suggest activities and sample questions to ask. They can help children develop mathematical concepts and build vocabulary, and they can foster an attitude of curiosity about numbers and shapes (1990:42).

Table-Top Mathematics, a home study program for parents to use with young children, was developed by Ford and Crew. The program, based on the philosophy of active learning, suggested specific activities and materials for use by parents to develop math concepts at home with children. These activities included experimentation with sorting, patterning, counting and number activities, measuring, geometry, and addition and subtraction (1991).

Research on Critical Thinking

Research into math and language skills also has provided information on fostering opportunities for children to think critically. Through various questioning techniques, storybook reading can enrich a child's thinking skills.

For example, in Morrow's study of retelling, it was found that after practice in retelling stories, both student's retelling skills and structural comprehension improved significantly. Although treatments in this study emphasized only structural elements, students also improved in comprehension of stories from a literal, interpretive, and critical point of view (1985).

Math activities using problem solving techniques and explorations have also helped develop a child's critical thinking skills. Solving problems using realistic materials has encouraged critical investigations.

Researchers have indicated that a child's play offers a variety of opportunities for creativity and critical thinking. As explained by McKee,

> ...thinking, play, and language-along with movement, laughter, music, and art-are primary ways the young child symbolizes the outer world; tests and modifies its form, functions, and meanings, and grows in curiosity and competence (1986:161).

The child's interactions during play have offered many occasions for creative thinking and problem solving. Research has indicated that playful activities must be a priority in appropriate programs for young children.

Solution Strategy

As parents recognize the importance of play activities in the overall development of the child's thinking skills, the task of explaining developmentally appropriate practices becomes easier. The task then becomes that of finding the most effective means of transmitting the information concerning this philosophy

and the appropriate activities to parents.

As stated in the background section of this research, the target group expressed an interest in a parent workshop to train parents in appropriate activities to share with children. The writer believed these parents would benefit from information regarding activities in language, math, and critical thinking skills.

For three years, this writer had been using a weekly newsletter for disseminating information to parents. This technique had been only partially successful. From the writer's observation, the newsletter effectively transmitted information about day-to-day life in the kindergarten, as well as special news. It was not, however, an effective means by which to undertake parent education. The newsletter was necessarily limited in scope. The information which needed to reach parents concerning appropriate activities was too complex and lengthy to cover in a newsletter.

Audio tapes and videotapes can be an effective vehicles for communicating information. However, in the case of parent training, it is important to provide an opportunity for interaction with the parents. Audiotapes

and videotapes would eliminate this important element.

After consulting with the school administration, it is concluded by this writer that parent workshops were the most promising means of training parents. The format of workshops offered several advantages. Most importantly, workshops provided the capability of face-to-face discussion, allowing parents an opportunity to ask important questions and clarify confusing points. Secondly, workshops were efficient. A large group of parents could be trained at one time. This format also provided an opportunity for parents to share with each other concerns about early childhood education and appropriate practices. It was decided that the workshops would focus on training parents in appropriate activities to develop language, math, and critical thinking skills.

CHAPTER III

Method

CHAPTER III

Method

Parent Notification

The implementation phase of this project began with a Parent Newsletter (Appendix G:64) which was sent to all kindergarten parents in the target school. This newsletter, which was approved by the school administration, informed families of the Parents and Children Together (P. A. C. T.) for Learning Training Workshops to begin in two weeks. The newsletter explained the purpose of the program and invited the parents to attend.

Attached to the newsletter was a Home Activity Calendar and a Home Activity List. Parents used the Home Activity List to find descriptions of the types of practices in which the children were engaged. Parents completed the Home Activity Calendar for two weeks prior to the first workshop, indicating daily the various activities which were employed at home. This would serve as a comparison for the families to see how the activities would change after the training workshop.

Also included with the newsletter was a Parent Contract (Appendix H:66). Parents were asked to sign

the contract to indicate the intention to participate in the workshops and the home sharing activities. This contract, as well as the Home Activity Calendars, were returned to the researcher at the first workshop.

Parent Workshops

The first P. A. C. T. for Learning Parent Workshop was held at the beginning of the second semester of the school year, two weeks following the Parent Newsletter. The second was held six weeks later and a final meeting was held at the conclusion of the twelve week period. The writer served as facilitator and speaker for the workshops. Twenty kindergarten families were represented and 17 signed the contract to participate fully in the program. The principal of the school, who served as mentor for the project, also attended. The meetings were held in the evening to accomodate as many parents as possible. Babysitting was provided in a nearby room by a kindergarten aide to facilitate participation of parents.

The P. A. C. T. for Learning Parent Manual (Attachment I) was provided to each participant. The manual explained all facets of the program, as well as specific activities for use with kindergarten children.

There was also space in the manual for note-taking, so parents could record additional ideas.

As part of the first workshop, the Home Activity List and the Home Activity Calendar were explained. Parents were asked to continue to use these aids throughout the 12 week treatment period. Emphasis of the workshop was on choosing a variety of the more appropriate activities, numbered 12 to 30 on the Home Activity List. Parents were encouraged to use the critical thinking activities often, numbered 25 to 30 on the list, as well as the storybook strategies.

During the first workshop, specific activities were presented in the language area. Parents were shown different ways to use storybook reading effectively and various strategies to develop emerging writing were discussed.

The second workshop focused on the areas of math and critical thinking skills. Activities using common household objects, such as those described in Ford and Crew's Table Top Mathematics (1991), were described. The area of critical thinking skills was covered and models for questioning techniques and suggestions for creative activities were provided.

The third workshop was conducted as an opportunity for parents to share both successes and difficulties with the activities and to brainstorm new ideas. Parents also completed the Parent Follow-up Survey.

Monitoring

The Home Activity Calendar was returned to school at the end of each two week period for 12 weeks. This process allowed the researcher to monitor progress of the participants. The researcher contacted by phone two parents who seemed to be having difficulty with the program. A conferences was also scheduled for a parent who needed further support.

Data Collection

The evaluation of this project was based on the information provided by the parents on the Home Activity Calendars. These calendars were turned in by the target families each two weeks during the implementation period, and included information on the activities being shared with the students.

At the end of the twelve week intervention period, the information from the Home Activity Calendars was compiled. The Parent Follow-up Survey was also

collected. Results from both instruments were tallied. An assessment of these items was completed to determine if the objectives of the research were met.

Evaluation

To compile the information from the Home Activity Calendars, the researcher tallied the number of less appropriate activities, which were numbered one to 11 on the Home Activity List, used by each family. The number of more appropriate activities, numbered 12 to 30, were also tallied, as well as the total number of activities reported. The researcher also counted the critical thinking activities, numbered 25 to 30, and the story activities, numbered 12 to 15, 25, and 26, which were used by the parents with each child. Finally, the researcher counted the number of different activities used by each participant. The compiled data was then recorded on a data sheet for each participant's family (Attachment 2).

The data from the Follow-Up Parent Survey was compiled in a similar manner. The researcher tallied the results from each question on the survey and entered the data on the Follow-Up Parent Survey Results.

CHAPTER IV

Results

CHAPTER IV

Results

The information compiled from the Home Activity Calendars was evaluated to determine the success of this project. The data was compared to the requirements of each outcome objective to assess the program.

The first objective stated that 75 percent of the target population would complete an average of five sharing activities per week. This information was compiled for each participant. It was determined that 14 of the 17, or 82.4 percent, of the participating families completed calendars for the 12 week implementation period. One participant was forced to drop from the program, due to a death in the family. Two other parents stated an inability to maintain the calendar activities for 12 weeks, but would continue to work on appropriate activities with the children.

There were one or two omissions on four of the 14 completed calendars, causing the average number of reported activities to fall to 4.9 per week. This was slightly below the stated objective of five activities per week.

The second objective focused on types of sharing practices in which parents engaged the children. On the original Parent Questionnaire, parents reported using many inappropriate techniques. Results of the computation concerning the activities used during the 12 week implementation period indicated that more appropriate practices were used. Parents listed a total of 965 activities. Of these, 757 were chosen from the more appropriate activities numbered 12 to 30 on the Home Activitiy List. Therefore, 78 percent of the sharing techniques were appropriate for the young child, fulfilling the second objective.

After totaling the specific types of activities used by parents, a determination was made concerning the third objective, use of critical thinking skills. Parents listing activities numbered 25 to 30 on the Home Activity List indicated use of this strategy. The goal of 75 percent of the participants using an average of one critical thinking activity per week was surpassed. Eighty-two percent of the participants reported fulfilling this objective. Of the remaining three families, one used 11 activities of this type in 12 weeks. One used nine in 12 weeks, and one used only eight during the 12 week implementation.

This writer believed the importance of storybook reading and writing activities were well-documented in the research and thus comprised an important objective of this project. Therefore, activities employing these strategies, numbered 12 to 15, 25, and 26 on the Home Activity Calendars were tabulated.

The criteria for the fourth objective was clearly met as 94 percent of the participants used an average of one story activity per week. This was much higher than the goal of 75 percent. Perhaps the stated goal of 75 percent should have been higher, since the emphasis on these techniques was very strong in the first workshop.

Young children are often more interested or motivated when a variety of techniques or activities are introduced. The strategies from the calendars of each participant were tabulated to indicate the employment of a diversity of activities. Employment of 12 different activities by each participant over the 12 week treatment period indicated the successful completion of the fifth objective. In this program, one hundred percent of the participants engaged the children in an assortment of activities, successfully surpassing the stated goal of 75 percent.

The final objective of the program stated that 75 percent of the target population, the parents, would indicate that P. A. C. T. for Learning had been helpful to them in the selection of appropriate and interesting activities for home sharing. This objective was assessed using a Follow-Up Parent Survey. Sixteen participants completed the survey.

Sixty-nine percent of the respondents indicated strong agreement that the workshops were informative. Thirty-one signified agreement with that statement. No survey response indicated disagreement with that declaration.

The second statement of the survey affirmed that the participants believed that a better understanding of appropriate activities was gained from the program. Fifty-six percent of the parents indicated strong agreement with that statement and 44 percent signified agreement with that assertion. There were no negative reponses to the second part of the survey.

The participants reported that the activities taught in the workshops had been used successfully with the children. Sixty-nine percent strongly agreed with the declaration and 31 percent reported agreement with the statement. No parent indicated disagreement.

The area of critical thinking was a major focus in this project. Because many strategies and techniques to foster critical thinking skills were being used in the target kindergarten classroom, it was believed that parents should have the opportunity to use those techniques at home. Parent participants in the workshops were trained to work with children on divergent thinking skills and were encouraged to use questioning techniques and activities which would stimulate creativity and problem solving skills. Techniques and strategies to foster these skills was modeled for the parents and opportunities for practicing these skills was provided. In addition, during the third workshop, parents were encouraged to share specific examples of successful activities relating to this area which had been used with the children at home.

Upon evaluating the results of P. A. C. T. for Learning, the researcher discovered that five of the six objectives were clearly met. The first objective, stating that each participant would complete an average of five activities per week, was nearly met. This researcher, therefore, concluded that the program was successful in meeting the stated objectives.

CHAPTER V

Recommendations

CHAPTER V

Recommendations

Future of P. A. C. T. for Learning

The writer of this project intends to offer the P. A. C. T. for Learning Program in the target school each year. The parents and children have expressed enthusiasm for the sharing activities. The writer believes that the parents who have participated in the program are more aware of the needs and interests of the children and are more involved in the child's education than previous parent groups who have not received this training. In the future, the writer will offer the program in the fall of the school year, so parents will begin using appropriate activities earlier.

Presentation to the Faculty of the Target School

Upon completion of this project, the writer shared the information with the faculty and administration of the target school. This presentation occurred during a regular faculty in-service meeting and served two purposes.

First, the faculty has now been made aware of the information which has been shared with kindergarten parents, providing a frame of reference from which teachers can work with these parents in the future. Also, the organization of the workshop itself can serve as a model for future parent programs which other teachers may wish to establish. The writer's experiences concerning organization, communication, and evaluation have been shared with others so that their planning of similar projects has been facilitated.

Availability to Teachers in the Diocese

This writer has been serving as part of the committee which is writing kindergarten and pre-kindergarten curriculum for the diocese of which the target school is a member. This curriculum is research-based, relying heavily on information from the NAEYC. As the curriculum development process is completed, the resulting curriculum guidelines will be provided for implementation to all Catholic elementary schools and preschools in the diocese. Historically, the nature of Catholic schools has been to provide a structured academic environment. This will change dramatically with the new guidelines. Extensive parent

education will be needed at that time to explain the new curriculum and the philosophy which it follows.

This writer has offered the P. A. C. T. for Learning Parent Manual from this project to the diocese for inclusion in the early childhood curriculum package to be sent to those schools. A cover letter (Appendix I) will be included with the manual, offering assistance and further information to those teachers who wish to implement the training workshops.

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REFERENCE LIST

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APPENDICES

APPENDIX A

KINDERGARTEN PARENT QUESTIONNAIRE

KINDERGARTEN PARENT QUESTIONNAIRE

Instructions: Please indicate your response by checking the correct space. The questionnaire should be answered by the parent most likely to spend time working with your child. You need not identify yourself on this questionnaire. Please return to me by Thursday. Thank you for taking time to answer the questions.

1. Do you feel it is important to spend time regularly working with your child on homework or school- related work?

_____ Yes _____Somewhat _____No

2. Do you feel that you know which types of activities will be most beneficial to your child in developing school-related skills?

_____Yes _____Somewhat _____No

3. Do you feel you know how to help your child develop comprehension and critical thinking skills?

_____Yes _____Somewhat _____No

4. Would you be interested in attending a workshop designed to train parents in the most appropriate and beneficial types of activities to use with children at home?

_____Yes _____Possibly _____No

5. Pretend that you have twenty minutes to work with your child on school-related skills. Describe the specific activities you would feel most beneficial and appropriate to share with your child during that time.

APPENDIX B

KINDERGARTEN PARENTS' QUESTIONNAIRE RESULTS

APPENDIX B

KINDERGARTEN PARENTS' QUESTIONNAIRE RESULTS

PART I

1. Do you feel it is important to spend time regularly working with your child on homework or school-related work?

2. Do you feel that you know which types of activities will be most beneficial to your child in developing school-related skills?

3. Do you feel you know how to help your child develop comprehension and critical thinking skills?

4. Would you be interested in attending a workshop designed to train parents in the most appropriate and beneficial types of activities to use with children at home?

RESULTS

QUESTION NUMBER	ANSWER	NUMBER	PERCENT
1	Yes	23	92
	Somewhat	2	8
	No	0	0
2	Yes	1	4
	Somewhat	24	96
	No	0	0
3	Yes	4	16
	Somewhat	19	76
	No	2	8
4	Yes	19	76
	Possibly	6	24
	No	0	0

APPENDIX B

KINDERGARTEN PARENTS' QUESTIONNAIRE RESULTS

PART II

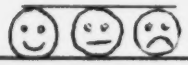
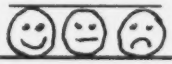
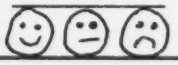
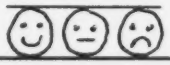
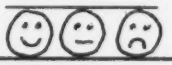
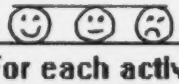
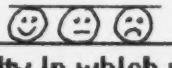
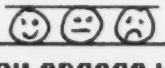
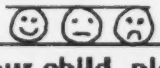
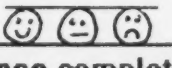
STRATEGY REPORTED	NUMBER OF PARENTS	PERCENT
Letters	19	76
Sounds	15	60
Math	11	44
Numbers	5	20
Storybook Reading	6	24
Reading	4	16
Drawing	4	16
Talking Together	2	8
Listening Games	1	4

APPENDIX C

P. A. C. T. FOR LEARNING

HOME ACTIVITY CALENDAR

Home Activity Calendar

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Week 1	Number _____	Number _____	Number _____	Number _____	Number _____
	Comment	Comment	Comment	Comment	Comment
					
Week 2	Number	Number	Number	Number	Number
	_____	_____	_____	_____	_____
	Comment	Comment	Comment	Comment	Comment
					

Directions: For each activity in which you engage your child, please complete one section of the Home Activity Calendar. Indicate the number(s) of the activities from the Home Activity List. Ask the child to rate the activity. Add comments as needed.

Key: I didn't like it. It was okay. It was fun.

APPENDIX D

P. A. C. T. FOR LEARNING

HOME ACTIVITY LIST

Parents and Children Together
P. A. C. T.
for Learning

Home Activity List

1. Recognize letters
2. Recognize numbers
3. Write letters
4. Write numbers
5. Consonant sounds
6. Flash card words
7. Flash card math facts
8. Write words
9. Copy sentences
10. Recite alphabet
11. Count by rote
12. Listen to story, poem
13. Listen to story/tape
14. Draw and label picture
15. Dictate story, letter
16. Measuring, weighing
17. Sorting activities
18. Counting objects
19. Quantity (more, less)
20. Ordering numbers
21. Matching 1-to-1
22. Creating patterns
23. Dramatic play
24. Geometric shapes
25. Discuss story, etc.
26. Question techniques
27. Explore materials
28. Problem Solving
29. Math story problems
30. Planning activity

APPENDIX E

P. A. C. T. FOR LEARNING

FOLLOW-UP PARENT SURVEY

P. A. C. T. FOR LEARNING FOLLOW-UP PARENT SURVEY

PLEASE INDICATE RESPONSE BY AN X IN THE APPROPRIATE BOX.

1. The P. A. C. T. for learning workshops were informative.

   Strongly Agree Agree Disagree

2. As a result of the workshops, I have a better understanding of appropriate activities for my child.

   Strongly Agree Agree Disagree

3. I have successfully used suggested activities from the workshops with my child.

   Strongly Agree Agree Disagree

_____

Signature of Parent Participant

THANK YOU FOR PARTICIPATING IN P. A. C. T. FOR LEARNING.

APPENDIX F

P. A. C. T. FOR LEARNING

FOLLOW-UP PARENT SURVEY RESULTS

RESULTS-P. A. C. T. FOR LEARNING FOLLOW-UP PARENT SURVEY

PLEASE INDICATE RESPONSE BY AN X IN THE APPROPRIATE BOX.

1. The P. A. C. T. for learning workshops were informative.

Strongly Agree	Agree	Disagree
11	5	0

2. As a result of the workshops, I have a better understanding of appropriate activities for my child.

Strongly Agree	Agree	Disagree
9	7	0

3. I have successfully used suggested activities from the workshops with my child.

Strongly Agree	Agree	Disagree
11	5	0

_____

Signature of Parent Participant

THANK YOU FOR PARTICIPATING IN P. A. C. T. FOR LEARNING.

APPENDIX G

P. A. C. T. FOR LEARNING

PARENT NEWSLETTER

Parents and Children Together
P. A. C. T.
for Learning
Parent Newsletter

P. A. C. T. for Learning is being initiated because parents have expressed a desire for training in appropriate and beneficial activities for home sharing with kindergarten children. The training will consist of three important parts.

PART I - Contract and Home Activity Calendar

PART II - Parent Workshop on Monday, January 20, at 7:00 P. M.

PART III- Using the Home Sharing Activities

The program will be helpful to parents and their children. The goals are to make home sharing activities more varied and enjoyable and to guide parents in the selection of activities which are most beneficial to the child. Please sign the enclosed contract and complete the Home Activity Calendar. Bring both to the P. A. C. T. for Learning Parent Workshop. I look forward to seeing you there.

APPENDIX H

P. A. C. T. FOR LEARNING

PARENT CONTRACT

Parents and Children Together

P. A. C. T.
for Learning
CONTRACT

I would like to participate in the P. A. C. T. for Learning Program.
I understand that the program consists of three important parts:
PART I - Contract and Home Activity Calendar
PART II - Parent Workshop on Monday, January 20, at 7:00 P. M.
PART III - Using the Home Sharing Activities

I understand that all parts of the program are important and expect to participate fully in each.

_____

Signature of Participant(s)

APPENDIX I

LETTER TO DIOCESAN EARLY CHILDHOOD TEACHERS

Dear Early Childhood Teacher,

As a kindergarten teacher of a Catholic elementary school, I am faced with a dilemma which I believe may be common to schools of our diocese. The parents of my kindergarten students have demonstrated a commitment to the education of their children and a willingness to work with the children at home. They are not, however, informed about our new philosophy of developmentally appropriate practices in which to engage young children. From their desire to help, they are frustrating the children with rote drill, flashcards, writing practice, and alphabet skills.

In answer to this problem, I have developed a parent training model for use with these parents. The program, P. A. C. T. for Learning, consists of a series of training workshops and follow-up activities. The P. A. C. T. for Learning Parent Workshop Manual is included as an outline for the program.

The goals of the program are to offer a variety of home sharing activities that are enjoyable and to guide parents in the selection fo activities which are most appropriate and beneficial to the child. Specific

examples of activities will be provided for use by parents.

We are fortunate to have a valuable resource in our parents. As teachers, we have both a responsibility and an opportunity to provide guidance to these parents in the selection of strategies for home sharing time.

Included with this letter yuou will find a P. A. C. T. for Learning Parent Workshop Manual. This tool can provide the framework for a parent training program at your school. If you need further information, please contact me. I look forward to working with you.

Sincerely,

Sharon C. Neitzey
school
phone number

ATTACHMENTS

Parents and Children Together

P. A. C. T.
for Learning

Parent Workshop Manual

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Organization Tools of the Program.....2

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Research and the Needs of Children.....3

Appropriate Types of Activities.....4

Suggested Activities

Language.....5

Math.....6

Creative and Critical Thinking.....7

Other Hints for Parents.....8

P. A. C. T. for Learning Program

Goals of the Program

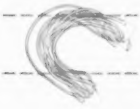
1. P. A. C. T. will suggest a variety of enjoyable activities for home sharing.
2. P. A. C. T. will guide parents in the selection of the most appropriate and beneficial activities for home sharing.
3. The suggested home activities are chosen to enhance the child's emerging literacy and math experiences.
4. The suggested home activities are chosen to foster the child's creative and critical thinking skills.

NOTES

Organization Tools of the Program

1. A Parent Contract indicates a commitment to participate in the program.
2. A Parent Newsletter informs parents about the program.
3. A Home Activity List is provided from which parents can choose activities.
4. A Home Activity Calendar is provided on which to record activities and responses.
5. A Parent Workshop trains parents to use the program.
6. A Parent Manual explains all facets of the program.

NOTES



Philosophy of Early Childhood

Research and the Needs of Children

1. Learning results from the interaction of the child's thinking and experiences in the environment.
2. Information must have meaning for the child in relationship to the child's experiences.
3. A child works to make sense of the world and his experiences.

NOTES

Appropriate Types of Activities

Research indicates that developmentally appropriate activities for young children include the following:

1. Concrete activities with materials that are relevant to life experiences
2. Active exploration and interaction
3. Adult facilitation of learning through questioning, making suggestions, or adding more complex ideas or materials to foster thinking
4. Self-directed problem solving or experimentation
5. Encouraging a child to seek solutions to concrete problems
6. Opportunities provided for a child to see how reading and writing are useful
7. Daily use of large and small muscles
8. Aesthetic expression and appreciation

NOTES

Suggested Activities

Language

1. Encourage the child to listen to or read a variety of print-stories, poems, letters, notes, sign, labels, lists.
2. Discuss stories with the child to foster comprehension and expressive language.
3. Ask child to retell story and offer guidance as needed.
4. Have the child dictate a story or letter and record it in the child's exact words. Read the dictated material with the child.
5. Foster opportunities for pretend or dramatic play.
6. Tape record the child's stories-original or retellings.
7. Listen to a story/record or a story/tape.
8. Label objects in the child's environment. Encourage the child to help with the labels and to read them.
9. Encourage the child to experiment with a variety of writing materials.
10. Have the child draw a picture and label it using invented spelling.
11. Have the child draw a picture and dictate or write a story about the drawing.

NOTES

Math

1. Provide materials to sort by different characteristics- buttons, beads, lids, playing cards, game pieces and more.
2. Provide opportunities for cooking together.
3. Experiment with measurement activities- finding length, height, weight, perimeter, circumference, using familiar objects.
4. Match objects one-to-one.
5. Work with counting and quantity, using concepts of more, less, equal. Familiar objects are best used for counters.
6. Create repeating patterns of colors, shapes, numbers, letters, shapes, or objects.
7. Tell story problems for the child to solve, using concepts of addition and subtraction.
8. Experiment with geometric shapes.
9. Work with ordering numbers.
10. Work with skip counting using objects.
11. Make numerals from a variety of materials-clay, toothpicks, noodles.

NOTES

Creative and Critical Thinking

1. Use questioning techniques to inspire thinking. Examples of types of questions would include:
   a. Can you think of another way...?
   b. Why do you think that happened?
   c. What would have happened if...?
   d. Can you think of another way to say...?
   e. Can you tell me more about...?
   f. What do you plan to do? How will you do it?
   g. Why did you choose (decide) that?
   h. Can you think of another ending for the story?
2. Ask open-ended questions.
3. Encourage a variety of answers.
4. Ask your child to suggest specific problems and brainstorm solutions.
5. Encourage initiative and independence in problem solving.
6. The child can experiment with a variety of creative materials.
7. The child can explore a variety of new experiences.
8. Allow the child to plan all aspects of a special activity.

NOTES

Other Hints for Parents

1. Set aside a specific time each day for sharing activities.
2. Use a variety of activities.
3. Reduce the time spent watching television. Perhaps the child could be issued weekly tickets for TV time. When the tickets are spent, there is no more television that week. Any unused television tickets could be redeemable for extra trips to the library or even to buy new books.
4. Establish Drop Everything and Read (DEAR) time in your family and encourage everyone to participate.
5. Read and save the weekly school newsletter for additional hints.

NOTES

CALENDAR DATA

CALENDAR DATA

Child 1

Week 1	12	22	14	23	28
Week 2	23	25	18	28	12
Week 3	11	23	5	13	--
Week 4	27	29	23	27	18
Week 5	25	21	25	19	15
Week 6	25	16	29	14	15
Week 7	15	15	15	18	15
Week 8	1	19	25	7	26
Week 9	14	20	12	23	14
Week 10	22	14	20	25	26
Week 11	25	17	13	30	23
Week 12	17	21	18	28	29

	Number
Less appropriate activities (1-11)	4
More appropriate activities (12-30)	55
Total	59
Critical thinking activities (25-30)	18
Story activities (12-15, 25-26)	25
Number of different activities used	21

CALENDAR DATA

Child 2

Week 1	26	29	12	18	15
Week 2	19	17	22	30	28
Week 3	4	13	8	10	18
Week 4	12	14	19	24	25
Week 5	25	13	22	18	12
Week 6	9	26	28	29	27
Week 7	15	29	19	18	12
Week 8	20	17	7	8	30
Week 9	15	18	25	22	25
Week 10	15	30	27	27	6
Week 11	17	6	15	19	25
Week 12	13	12	7	30	18

	Number
Less appropriate activities (1-11)	9
More appropriate activities (12-30)	51
Total	60
Critical thinking activities (25-30)	19
Story activities (12-15, 25-26)	21
Number of different activities used	22

CALENDAR DATA

Child 3

Week 1	30	18	4	12	15
Week 2	13	25	6	26	17
Week 3	19	4	13	17	21
Week 4	28	10	25	5	12
Week 5	19	25	15	18	13
Week 6	6	28	22	12	26
Week 7	13	17	25	12	19
Week 8	4	23	16	29	26
Week 9	12	13	12	17	3
Week 10	25	15	29	5	13
Week 11	13	12	14	28	15
Week 12	17	26	9.		

	Number
Less appropriate activities (1-11)	10
More appropriate activities (12-30)	50
Total	60
Critical thinking activities (25-30)	17
Story Activities (12-15, 25-26)	29
Number of different activities used	22

CALENDAR DATA

Child 4

Week 1	23	17	12	23	2
Week 2	16	29	15	6	17
Week 3	12	25	17	29	15
Week 4	13	26	23	2	19
Week 5	23	27	13	11	19
Week 6	25	16	12	14	2
Week 7	6	8	22	18	27
Week 8	13	17	19	23	26
Week 9	25	14	12	16	19
Week 10	21	2	24	11	2
Week 11	9	29	14	29	12
Week 12	18	12	29	14	9

	Number
Less Appropriate activities (1-11)	12
More appropriate activities (12-30)	48
Total	60
Critical thinking activities (25-30)	12
Story activities (12-15, 25-26)	20
Number of different activities used	21

CALENDAR DATA

Child 5

Week 1	14	19	2	13	17
Week 2	10	28	12	30	25
Week 3	9	12	25	28	29
Week 4	18	20	25	18	25
Week 5	15	2	13	4	15
Week 6	8	10	11	28	29
Week 7	22	30	14	19	9
Week 8	29	18	12	21	25
Week 9	29	14	12	23	12
Week 10	3	30	9	15	4
Week 11	13	12	14	28	15
Week 12	17	26	9	25	30

	Number
Less appropriate activities (1-11)	12
More appropriate activities (12-30)	48
Total	60
Critical thinking activities (25-30)	19
Story activities (12-15, 25-26)	24
Number of different activities used	24

CALENDAR DATA

Child 6

Week 1	8	15	24	7	10
Week 2	29	6	10	4	3
Week 3	29	29	6	30	6
Week 4	11	29	6	8	28
Week 5	12	6	28	20	7
Week 6	4	10	6	9	5
Week 7	6	30	27	24	18
Week 8	22	12	16	19	10
Week 9	7	6	29	8	10
Week 10	24	27	29	19	20
Week 11	28	10	30	6	12
Week 12	20	4	27	12	29

	Number
Less appropriate activities (1-11)	28
More appropriate activities (12-30)	32
Total	60
Critical thinking activities (25-30)	17
Story activities (12-15, 25-26)	5
Number of different activities used	20

CALENDAR DATA

Child 7

Week 1	13	18	29	20	15
Week 2	5	25	12	27	16
Week 3	18	25	28	23	25
Week 4	5	9	29	15	28
Week 5	5	11	5	11	--
Week 6	24	3	25	24	23
Week 7	26	29	14	23	27
Week 8	23	12	18	25	26
Week 9	29	28	25	5	11
Week 10	17	26	13	27	28
Week 11	29	22	26	16	28
Week 12	18	16	25	29	20

	Number
Less appropriate activities (1-11)	10
More appropriate activities (12-30)	49
Total	59
Critical thinking activities (25-30)	25
Story activities (12-15, 25-26)	18
Number of different activities used	20

CALENDAR DATA

Child 8

Week 1	1	6	15	1	25
Week 2	15	6	18	11	6
Week 3	29	14	27	22	25
Week 4	18	21	30	26	14
Week 5	30	18	21	19	23
Week 6	25	26	22	29	25
Week 7	25	7	25	17	7
Week 8	20	19	6	13	7
Week 9	Did not turn in calendar.				
Week 10	Did not turn in calendar.				
Week 11	12	1	6	18	18
Week 12	24	4	9	10	30

	Number
Less appropriate activities (1-11)	15
More appropriate activities (12-30)	35
Total	50
Critical thinking activities (25-30)	14
Story activities (12-15, 25-26)	14
Number of different activities used	24

CALENDAR DATA

Child 9

Week 1	26	29	8	13	16
Week 2	28	14	17	26	18
Week 3	22	26	14	13	8
Week 4	26	19	25	21	12
Week 5	9	18	25	21	29
Week 6	28	26	29	19	12
Week 7	13	25	3	29	9
Week 8	6	29	8	12	16
Week 9	19	15	3	29	27
Week 10	21	28	3	8	21
Week 11	25	16	28	24	29
Week 12	9	8	26	21	13

	Number
Less appropriate activities (1-11)	12
More appropriate activities (12-30)	48
Total	60
Critical thinking activities (25-30)	22
Story activities (12-15, 25-26)	18
Number of different activities used	20

CALENDAR DATA

Child 10

Week 1	5	26	18	23	12
Week 2	13	25	4	16	15
Week 3	6	13	12	15	29
Week 4	17	25	4	28	22
Week 5	Did not turn in calendar.				
Week 6	Did not turn in calendar.				
Week 7	12	17	13	26	18
Week 8	3	29	15	13	28
Week 9	12	15	16	28	5
Week 10	17	28	13	4	25
Week 11	Did not turn in calendar.				
Week 12	Did not turn in calendar.				

	Number
Less appropriate activities (1-11)	7
More appropriate activities (12-30)	33
Total	40
Critical thinking activities (25-30)	11
Story activities (12-15, 25-26)	18
Number of different activities used	16

CALENDAR DATA

Child 11

Week 1	3	29	6	1	12
Week 2	25	25	16	25	29
Week 3	12	16	8	25	17
Week 4	13	29	5	26	18
Week 5	8	6	11	14	8
Week 6	1	8	12	16	18
Week 7	12	15	14	1	12
Week 8	23	15	1	1	6
Week 9	25	22	26	5	17
Week 10	17	20	18	30	21
Week 11	18	16	5	21	19
Week 12	14	23	13	12	6

	Number
Less appropriate activities (1-11)	18
More appropriate activities (12-30)	42
Total	60
Critical thinking activities (25-30)	11
Story activities (12-15, 25-26)	20
Number of different activities used	22

CALENDAR DATA

Child 12

Week 1	8	15	12	23	3
Week 2	11	8	18	27	22
Week 3	11	12	18	19	24
Week 4	30	2	6	16	21
Week 5	12	15	6	15	9
Week 6	14	12	15	6	12
Week 7	1	2	6	8	29
Week 8	14	18	12	14	24
Week 9	29	11	28	27	25
Week 10	4	12	16	8	4
Week 11	6	4	8	9	12
Week 12	16	23	27	22	10

	Number
Less appropriate activities (1-11)	23
More appropriate activities (12-30)	37
Total	60
Critical thinking activities (25-30)	8
Story activities (12-15, 25-26)	16
Number of different activities used	23

CALENDAR DATA

Child 13

Week 1	28	13	12	21	18
Week 2	12	30	16	25	29
Week 3	21	2	15	5	4
Week 4	4	21	4	3	18
Week 5	19	21	12	21	30
Week 6	17	8	24	8	30
Week 7	12	14	14	23	25
Week 8	12	5	15	12	27
Week 9	12	3	30	24	12
Week 10	14	21	16	21	17
Week 11	21	21	14	22	24
Week 12	25	25	25	3	30

	Number
Less appropriate activities (1-11)	11
More appropriate activities (12-30)	49
Total	60
Critical thinking activities (25-30)	13
Story activities (12-15, 25-26)	20
Number of different activities used	22

CALENDAR DATA

Child 14

Week 1	30	9	8	16	17
Week 2	27	14	25	1	12
Week 3	13	12	10	6	21
Week 4	6	18	12	15	9
Week 5	6	19	21	17	18
Week 6	12	13	10	24	22
Week 7	12	1	10	23	13
Week 8	4	14	20	15	18
Week 9	14	28	11	28	17
Week 10	14	28	--	28	--
Week 11	17	18	3	18	25
Week 12	30	15	20	13	14

	Number
Less appropriate activities (1-11)	15
More appropriate activities (12-30)	43
Total	58
Critical thinking activities (25-30)	9
Story activities (12-15, 25-26)	19
Number of different activities used	23

CALENDAR DATA

Child 15

Week 1	12	15	27	8	14
Week 2	30	18	3	12	15
Week 3	10	15	3	16	6
Week 4	18	3	13	19	12
Week 5	17	15	29	14	30
Week 6	28	8	12	27	5
Week 7	5	17	29	26	16
Week 8	12	28	30	25	22
Week 9	9	25	22	18	26
Week 10	1	27	16	28	29
Week 11	29	12	15	17	14
Week 12	13	27	5	16	22

	Number
Less appropriate activities (1-11)	12
More appropriate activities (12-30)	48
Total	60
Critical thinking activities (25-30)	18
Story activities (12-15, 25-26)	20
Number of different activities used	21

CALENDAR DATA

Child 16

Week 1	12	15	4	6	18
Week 2	25	16	13	15	14
Week 3	5	28	17	15	13
Week 4	12	19	25	18	16
Week 5	2	16	14	12	18
Week 6	15	5	13	28	26
Week 7	3	17	15	28	12
Week 8	13	9	26	30	13
Weeks 9-12	Did not complete due to death in family.				

	Number	
Less appropriate activities (1-11)	7	
More appropriate activities (12-30)	33	
Total	40	
Critical thinking activities (25-30)	8	(8 weeks)
Story activities (12-15, 25-26)	19	
Number of different activities used	18	

CALENDAR DATA

Child 17

Week 1	29	24	14	13	25
Week 2	20	29	16	27	14
Week 3	12	23	25	29	14
Week 4	30	29	14	25	20
Week 5	23	25	29	20	19
Week 6	17	29	14	23	17
Week 7	10	12	29	14	13
Week 8	5	20	--	24	29
Week 9	29	27	14	18	13
Week 10	20	24	29	25	30
Week 11	24	13	23	17	18
Week 12	29	25	20	12	60

	Number
Less appropriate activities (1-11)	3
More appropriate activities (12-30)	56
Total	59
Critical thinking activities (25-30)	21
Story activities (12-15, 25-26)	20
Number of different activities used	17